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ABSTRACT

This is the first report on a series of evaluative studies being undertaken by the Council on Teacher Education, University of Illinois at Urbana-Champaign for its preservice teacher education programs. When fully implemented, the program will include information from graduates (1 and 3 years following graduation), from current students (upon entrance into a teacher education program, prior to student teaching, and after completion of student teaching), from employers (superintendents and principals), and from cooperating teachers. The present report includes a summary of the data from 1991 graduates (N=320) surveyed in May 1992. Survey questionnaires were returned by 139 (45%) of the graduates. Following a brief review of the methodology, the report is organized as follows: (1) employment and work settings of graduates; (2) students' perceptions of their knowledge and skills; (3) students' perceptions of the quality of the programs; (4) students' perceptions of valuable and influential experiences; and (5) students' perceptions of how teacher education programs might be improved. The text closes with a summary that brings together information from throughout the report. Several themes relevant to improving teacher education emerged from the data including: multiculturalism, mainstreaming, technology, relating knowledge to practice, and classroom management. An appendix provides a copy of the survey instrument. (LL)

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ED 364 535

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

SURVEY OF 1991 TEACHER EDUCATION GRADUATES

CONDUCTED IN MAY, 1992

COUNCIL ON TEACHER EDUCATION
120 Education Building
Champaign, Illinois

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UNIVERSITY OF ILLINOIS

AT URBANA-CHAMPAIGN

COUNCIL ON TEACHER EDUCATION

SURVEY OF 1991 TEACHER EDUCATION GRADUATES

CONDUCTED IN MAY, 1992

By

Don Holste, Education Specialist

and

Dan Matthews, Graduate Assistant

Council on Teacher Education

University of Illinois at Urbana-Champaign

The Council on Teacher Education is in the process of implementing an evaluation program for its pre-service teacher education programs. When fully implemented, the program will include information from graduates (one and three years following graduation), from current students (upon entrance to a teacher education program, prior to student teaching, and after completion of student teaching), from employers (superintendents and principals), and from cooperating teachers.

The purpose of the evaluation program is first and foremost to provide information for the continuous improvement of teacher education preparation on this campus. To that end, raw data will be made available to those program faculty and staff interested in doing additional study for their program. We also have available a statistical compilation of all of the data gathered from the survey administered for this report; any reader interested in receiving that compilation may request it by writing to the address below.

This report is the first to be released under this program design. We welcome comments and suggestions, not only on the report itself but also on ways to improve both the evaluation effort and our teacher education programs. Please forward any feedback to either one of us.

Since this was the first report to be undertaken, the effort required was great. Don Holste designed the survey and managed the data collection, analysis and writing. He was assisted ably by Dan Matthews in these efforts, and Ethan Edwards provided the computer support required. Sandy Jenkins patiently completed all of the necessary word processing. We appreciate the efforts of these individuals.

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College of Education and
Chair, Council on Teacher Education Executive Committee

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May 1993

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UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
COUNCIL ON TEACHER EDUCATION

SURVEY OF 1991 TEACHER EDUCATION GRADUATES
CONDUCTED IN MAY, 1992

INTRODUCTION

The Council on Teacher Education has made a commitment to a comprehensive program of studies of the teacher education students and graduates at the University of Illinois at Urbana-Champaign (UIUC). The primary goal of these studies is to provide data that can assist decision-makers in evaluating and improving our teacher education programs at UIUC.

This series of studies is intended to be of interest primarily to these audiences: the faculty and staff involved in teacher education throughout the UIUC campus; the students and graduates of the teacher education programs; the Illinois State Board of Education; and the schools of Illinois. In addition, experiences and knowledge gained from this series of studies will be shared with other teacher education institutions.

A major assumption guiding the design and implementation of this series of studies was that students and recent graduates can provide valuable information about their professional preparation and that this knowledge, along with information about recent graduates' employment circumstances, can help us improve our programs.

In designing and implementing this series of studies, the study developers addressed several criticisms typically leveled at education evaluation studies. These criticisms include the failure to consider audience (Galluzo and Craig, 1990), context (Craig, 1989), usefulness, and feasibility (Stufflebeam and Sanders, 1990). Other criticisms of studies of education students include institutional boundedness, lack of qualitative information, and lack of subpopulation comparisons, such as differences between elementary and secondary majors (Brookhart and Freeman, 1992). Finally, institutional studies of education students have been criticized for focusing on a single data collection point, often a year after graduation.

From this list of criticisms, the study developers looked first at the issues of audience, context, and usefulness. Important questions were: Given the diverse and independent nature of teacher education programs on the campus, what types of information will be of use to our audiences? How can we gather and report that information within the constraints of the campus context?

Audience

To involve one of the main audiences, and to address the issue of usefulness, the study developers met with many of the faculty and staff involved in teacher education at UIUC. One interesting aspect of these discussions was the faculty and staff's apparent lack of interest in measuring students' conformance to a model of teaching. This is not surprising in an institution that values academic freedom and diversity, but it does eliminate a major emphasis of many evaluation studies. Instead, faculty and staff appeared interested in knowing the employment and work settings of their graduates, students' perceptions of the quality of the program, and students' perceptions of valuable experiences as well as their views about how the program might be improved.

The faculty and staff were not the only audience to whom this series of studies is addressed. These studies aid in partial fulfillment of an Illinois State Board of Education requirement to

conduct program evaluations. Public policy makers often have different agendas than do teacher educators (Gideonse, 1992). In making program approval decisions, the Illinois State Board of Education's Standard 13 requires evidence that each institution has "a continuous process for the evaluation of its teacher education programs and graduates," and that this information be "used in the development of new programs or modifications of existing programs" (Illinois State Board of Education, 1986, p. 11).

The Illinois State Board of Education requirement for evaluation of the programs dovetailed with the faculty and staff's interest in knowing students' perceptions of program quality and students' perceptions of valuable experiences. The State's request for evaluation of teacher education graduates is partially addressed in this series of studies by including questions on students' and graduates' perceptions of their own strengths and weaknesses. These questions address knowledge and skills important to teaching in contemporary society, such as mainstreaming and dealing with multicultural issues.

Context

The present and former students of teacher education programs are an important aspect of the context of this study as well as being an important audience for the results of these studies. Gaining their interest, cooperation, and participation was a key goal from the inception of this study. On this campus, student cooperation is particularly essential because class time is not usually available for the completion of surveys, so students must feel that participation warrants the independent investment of their time. Likewise, graduates must voluntarily choose to contribute their time to the completion of survey materials. The voluntary nature of participation influenced the conduct of the study in two ways. First, present students were contacted to inform them of these studies and encourage their participation. (Because this series of studies was initiated after the Class of 1991 had graduated, this initial contact was not possible before gathering the data which are included in the present report.) Second, the survey materials were modified to be considerate of respondents. These adaptations consisted mainly of designing the questionnaires and instructions to be as user friendly, interesting, and as short as feasible.

Another aspect of the context of this study was the highly mobile nature of the participant population. This mobility was true for both present students and recent graduates. Also, at the current time, there is no single entry point to teacher education at UIUC. Taken together, the problems of mobility and identification of potential participants create logistical problems in identifying and locating participants. This is an area of ongoing concern.

Identifying Subpopulations

It is important to be able to categorize responses by program (e.g., elementary versus secondary majors) to learn whether, as at some institutions, these groups differ in their educational beliefs (Freeman and Kalaian, 1989) and perhaps in their employment patterns (Pigge, 1987). Traditionally, elementary, secondary, and K-12 certification programs are considered unique populations because students in those programs may begin with different beliefs and probably have experiences in those programs which differ from those of their peers in other certification programs. Therefore, the results were reviewed early in the analysis by certification level. An additional distinction was made between participants receiving secondary certification. Two major routes to secondary certification exist on campus: one through the College of Education, the other through the College of Liberal Arts and Sciences. Therefore, the participants are divided into four reference groups: Elementary and Early Childhood; Secondary - College of Education; Secondary - Liberal Arts and Sciences; and K-12, which includes certification programs in music, art, special education, and physical education.

Institutional Boundedness

Institutional boundedness inhibits quality evaluation studies in two ways. First, the tendency to begin anew rather than building on the efforts of colleagues at other institutions has been the norm, making the pace of methodological progress in the genre of teacher education evaluation slow. Second, the lack of comparable data from other institutions inhibits normative comparisons between institutions (Loadman and Gustafson, 1990). For these reasons, the decision was made to participate in a multi-institutional cooperative, the National Database for Teacher Education, which is currently located at The Ohio State University and coordinated by William E. Loadman (Loadman and Gustafson, 1990). The National Database materials were modified and adapted to better fit UIUC goals and audiences. These modifications are discussed later in this report.

Qualitative Data

Institutional evaluations have been criticized for failing to include qualitative data. The exclusion of qualitative data might be defended on feasibility grounds, both in data collection and analysis. However, purely quantitative analyses are insufficient when the goals of the study include understanding a program's influence on its participants. Also, open-ended questions give opportunities for unforeseen responses and may thereby provide insights into influences or "critical events" (Zimpher and Loadman, 1986) that might have been overlooked in tightly controlled survey designs. The current report contains participants' responses to two questions which required narrative response. One narrative response question asked respondents to write about the "most beneficial" person or experience in their teacher education program; the other question asked for "any additional comments regarding the Teacher Education program...."

Multiple Data Collection Points

The use of a single data collection design has created problems in data interpretation in previous evaluation studies. Without information on students' beliefs before they have completed their teacher education programs, it is impossible to determine whether graduates' beliefs changed during the course of their university experiences. Also, because one-time data collection traditionally occurs the year following graduation, the data may suffer from recency effects. As a result, influential events early in the respondents' university experiences may be overlooked or their importance underestimated.

When the evaluation program is fully implemented, data are to be collected from or about the candidates for certification at five different times: 1. when the candidate enters the certification program; 2. during a course or field experience prior to student teaching; 3. immediately following student teaching, just prior to graduation; 4. one year after completing the program; and 5. from 3-5 years after completing the program. This is the first report which includes students who graduated in 1991 (Step 4).

Feasibility

Finally, all of the above issues and criticisms of teacher education evaluation studies were addressed within the confines of feasibility. The main constraints were limitations of resources, logistics, and the need for voluntary participation. The need for timeliness was closely related to feasibility issues. Timely reports were perceived as necessary to maintain the cooperation of the faculty, staff, and students; timely reporting was also seen as essential to preserving the usefulness of the data in making decisions about teacher education programs.

In summary, this series of studies was designed to provide faculty, staff, students, and other interested parties with information that would be useful and of interest to them. Furthermore, the studies were designed to address some of the methodological criticisms of previous institutional studies of teacher education students and graduates.

OVERVIEW

The present report includes a summary of the data from 1991 graduates surveyed in May, 1992. Following a brief review of the methodology, the report is organized around the areas of interest noted earlier. These include:

1. Employment and work settings of graduates;
2. Students' perceptions of their knowledge and skills;
3. Students' perceptions of the quality of the programs;
4. Students' perceptions of valuable and influential experiences; and
5. Students' perceptions of how teacher education programs might be improved.

The text closes with a summary that brings together information from throughout the report. This summary identifies themes which may be useful in making decisions on how to improve teacher education at UIUC.

METHODOLOGY

Participants

The participants in this study were 1991 graduates of teacher education programs at UIUC. Three criteria were used for selection:
1. graduation at the baccalaureate or graduate levels between August 1990 and May 1991; 2. matriculation in a teacher education program; and
3. compliance with state certification eligibility requirements. The survey was sent to 320 graduates who met these three criteria. Questionnaires were returned by 139 of the graduates, with 12 mailings returned to sender, establishing a 45% return rate for deliverable surveys.

The 320 graduates who were mailed the questionnaire were enrolled in a variety of curricular areas. Because of the expectation of differences within the respondent population, the "Total" group (n=139) was divided into four reference groups. The "Elementary/Early Childhood" (Elem. EC) group (n=49) includes students who were enrolled in elementary education and early childhood education; the "College of Education-Secondary" (Sec. Ed) group (n=27) includes only secondary education students who were enrolled in the College of Education; the "LAS-Secondary" (Sec. LAS) group (n=36) includes only secondary education students who were enrolled in the College of Liberal Arts and Sciences; and the "K-12" group (n=27) includes all teacher education students who were enrolled in various subject areas permitting certification at all grade levels K-12, including music, art, special education, and physical education. Table 1 indicates the number of graduates in each area and also the number of graduates who returned a completed questionnaire in each area.

Table 1

Subjects by Curricular Area

Curricular Area	Number of '91 Graduates who were mailed questionnaires		Number returning questionnaires	
Elementary/Early Childhood				
Total	125		49	
Elementary		117		46
Early Childhood		8		3
Secondary - College of Education				
Total	67		27	
Agriculture		3		2
Biology		4		3
Business Education		6		2
English		15		6
General Science		4		2
Mathematics		9		3
Occupational & Practical Arts		5		0
Physical Science		1		1
Social Studies		20		8
Secondary - College of Liberal Arts & Sciences				
Total	71		36	
Biology		4		1
Chemistry		2		0
Computer Science		1		1
English		26		13
French		7		3
German		2		2
Latin		1		0
Mathematics		13		11
Physics		2		1
Social Studies		4		1
Spanish		9		3
K - 12				
Total	57		27	
Art		10		4
Music		34		15
Physical Education		10		6
Special Education		3		2
Total	320		139	

Most respondents were white females of the traditional age group for recent graduates (Tables 2-4). There were differences among the four reference groups in the percentages of men and women; the percentage of women ranged from a high of 98% in the Elementary/Early Childhood group to only a slight majority, 56%, in the College of Education-Secondary group (Table 4).

Table 2.
Age of respondents.

Age	N	Percent
22-25	124	(91%)
26-29	7	(5%)
30-33	0	
34-37	1	(1%)
38+	5	(4%)
Total	137	

Table 3.
Ethnic background of respondents.

	Elem. EC	Sec. Ed.	Sec. LAS	K-12	Total
Am Indian/Alaskan	0	0	0	0	0
Asian/Pacific Is.	2	0	1	0	3 (2%)
Black, non-Hispanic	0	1	0	1	2 (1%)
Hispanic	4	0	1	1	6 (4%)
White/non-Hispanic	43	26	34	23	126 (92%)
Total	49	27	36	25	137

Table 4.

Number of male and female respondents.

	Elem. EC	Sec. Ed.	Sec. LAS	K-12	Total
Male	1 (2%)	12 (44%)	6 (17%)	7 (26%)	26 (19%)
Female	48 (98%)	15 (56%)	30 (83%)	20 (74%)	113 (81%)
Total	49	27	36	27	139

Materials

Graduates received a packet which included a cover letter, an instruction sheet, a questionnaire, a machine scorable answer sheet, and a stamped, self-addressed return envelope.

The cover letter explained the purpose of the study and the importance of the recipients' participation in it. It also contained a promise to share a portion of the information gained from the study with the respondents. The instruction sheet clarified the specifics for completing the survey, such as instructions on how to use the machine scorable answer sheet for all but the qualitative items.

The questionnaire was an adaptation of the questionnaire used by the National Database housed at Ohio State University (Loadman and Gustafson, 1990). The survey was modified by eliminating some demographic items for which information already existed on university databases and by eliminating several questions which did not appear to be of central interest. Some minor rewording of questions was done to adapt to local circumstances, but most of the survey questions were identical to or very similar to those used by the National Database.

Most of the questions on the survey had categorical or Likert-type response options. Two questions required narrative responses. The first narrative question asked respondents to write about the "most beneficial" person or experience in their teacher education program. The second narrative question asked respondents for any additional comments. This report summarizes the 82 core items on the survey.

Procedures for scoring and data analysis

Descriptive statistics are used to summarize the quantitative data. Generally, results are reported as percentages of each type of response when the response options were categorical in nature; mean responses are given for items with Likert-type response options. To facilitate comparisons between related questions, certain groups of related questions were re-ordered and presented in rank order based on frequencies or mean responses.

The quantitative data are reported for the "Total" group, except in certain cases where there were interesting differences among the four reference groups. The "Total" group (n=139) combines responses for the four reference groups; the "Elementary/Early Childhood"(Elem. EC) group (n=49) includes only responses from students who were enrolled in elementary education and early childhood education; the "College of Education-Secondary" (Sec. Ed) group (n=27) includes only secondary education students who were enrolled in the College of Education; the "LAS-Secondary" (Sec. LAS) group (n=36) includes only secondary education students who were enrolled in the College of Liberal Arts and Sciences; and the "K-12" group (n=27) includes all teacher education students who were enrolled in various subject areas permitting certification at all grade levels K-12, including music, art, special education, and physical education.

In the cases of open-ended questions, either counts, relative frequencies, and/or representative quotations are reported. Narrative data come from two items that were located at the end of the survey. The qualitative data from the narrative question requesting "comments" are included throughout this report to illustrate responses to the quantitative items. Respondents were asked "to add any comments regarding the Teacher Education program...." This item followed a question in which they had already written about the benefits of the program, which may explain the number of negative comments here. Because of the wide variety of comments offered, summarizing them is problematic.

In order to summarize respondents' comments, a set of categories was developed and the number of responses in each category was counted. Most responses fit into one or more of eight categories: practical experiences, general praise for the program, program alterations, methods and coursework, employment concerns, consultation or collaboration with the schools, criticisms of the quality of teaching they received in their teacher education programs, and comments about the content of teacher education programs. Over half of the total number of respondents offered comments. These responses were relocated throughout the report to provide additional insights into related quantitative questions; the largest block of students' "comments" is included in the section on students' perceptions regarding how teacher education might be improved.

The qualitative data from the other end-of-survey narrative question, a request for information on the "most beneficial" experiences in their teacher education program, were summarized and are included in the section on respondents' perceptions of valuable and influential experiences. The analysis of the data on "most beneficial" experiences included creating categories of responses and counting frequencies of various types of responses.

To assist the reader in referring to the original survey wording of the quantitative items, question numbers from which the data in the text are derived are included in the text in brackets (e.g., [#1]) and a copy of the questionnaire is included in the Appendix.

FINDINGS

Employment, work settings and future plans of graduates

The majority of respondents were employed in education-related work. Two-thirds (66%) of respondents reported that they were working as teachers. Eleven percent of the sample were working in other education-related work. This included those in education, but in non-teaching positions, those who are working as instructors in non-school settings, and one working in social services. The total percentage of the sample currently working in teaching and other fields related to education is 77% [#1 and #2].

Those employed in education were asked to identify more specifically their current position. Of the 107 responding to this item, 74% were employed as full-time teachers, 2% were permanent substitutes, 5% were part-time teachers, and 11% were day-to-day substitutes. Also, one respondent was an education specialist, another was a school administrator, and 7% had "other" education-related employment [#3]. Of those who were full-time teachers or permanent substitutes, most were working at the grade level and in the subject area in which they were certified [#4 and #5].

Several items on the survey provided information about the workplace setting of the schools in which UIUC teacher education graduates were employed. These items were to be answered by only those who were full time teachers or permanent substitutes; therefore, the following percentages are based on a sample of approximately 86 respondents, rather than on the 139 total respondents.

The vast majority (90%) of respondents who were working in schools were employed by public schools; the remainder were divided about evenly between parochial and private schools [#6]. Likewise, the vast majority (89%) were working in suburban, small town, or rural settings; only 11% of those working in schools were working in the inner city or in an urban area with a population over 100,000 [#7]. When asked about access to personal computers, 21% indicated that they had no access. Of those who reported access to personal computers, 11% reported that they did not use them at all while 11% indicated they used personal computers as a tool in teaching or reinforcing student learning and 28% reported using personal computers for their own record keeping, preparation of instruction handouts, etc. An additional 29% used personal computers for both instructional and personal purposes [#20].

Several items referred to the socioeconomic and ethnic backgrounds of the respondents' students. Of the respondents who were working in schools, sixty-one percent of the sample reported working in classes with minority populations of about 10% or less; a total of 76% of the sample reported working in classes with a minority population of approximately 25% or less [#11].

Most respondents (49%) returned to schools within fifty miles of the high school from which they graduated. Twelve percent were employed within fifty miles of the university from which they graduated while five percent were employed within fifty miles of both their high school and their university [#9]. However, teacher education graduates are not necessarily returning to schools like those they attended. Many (41%) reported teaching in classes with higher minority populations than their own high school class [#12] and many (42%) reported their students came from lower socioeconomic backgrounds than did their own high school classmates.

Respondents gave several additional descriptions of their students. About half (47%) characterized the level of academic motivation of their students as average; the remainder were evenly divided among those indicating that their students' motivation was high or very

high (26%) or low or very low (26%) [#14]. Most rated the frequency of discipline problems in their classes as "occasional" (60%); the remainder were divided evenly among those noting "few, if any, problems" (20%) and those noting "many problems" (20%) [#15]. Three percent of the respondents indicated that they were special education teachers. Thirty-one percent indicated that they had one or two special needs students mainstreamed into regular classes while 33% indicated they had more than two special needs students who were mainstreamed into their classes.

Respondents who were full-time teachers or permanent substitutes were asked for their career plans five years from now. Most (75%) planned to remain in teaching; none planned to become administrators [#21].

Several questions were addressed specifically to those respondents who were not employed as full-time teachers or permanent substitutes. Fifty-seven of the 139 respondents answered the question, "Which of the following best describes why you are not in a full-time teaching position at the present time?" Almost half (44%) of these respondents noted that there was not a teaching job available in their geographic area (26%) or anywhere (18%). About a fifth of those not teaching were continuing their education; another fifth noted that they were not teaching because they had found a different or better job [#22]. When asked, "Do you regret you are not a full-time teacher?" half indicated "yes," half indicated "no" [#23]. However, only 2 respondents reported that their reason for not teaching was because teaching was not their first choice of careers at the time they began looking for a job [#22].

Graduates who were employed outside of education were asked, "To what extent did the work you completed in your certification program contribute to your preparation for your current job?" Approximately one-half (55%) of those who were employed outside of education indicated that their work in the program made a moderate to strong contribution toward their preparation for their current job. Only 7% indicated their work toward certification made no contribution [#25].

Graduates who were employed, but not as teachers, were asked whether they felt they were underemployed. With the exception of Secondary - LAS graduates, the majority of these respondents indicated "yes" (Table 5) [#24].

Table 5.
Number of respondents reporting they are underemployed*

	Elem. EC	Sec. Ed.	Sec. LAS	K-12	Total
Yes	11	8	2	5	26 (66%)
No	1	4	7	1	13 (33%)
Total	12	12	9	6	39

*This item answered only by those employed, but not employed as teachers.

All employed respondents, whether working in education or in other types of employment, were asked to rate the level of their job satisfaction [#26-32]. Of six features of their current positions, respondents gave the most negative rating to salary/fringe benefits and opportunities for professional advancement. The highest rating was given to interactions with colleagues. Level of personal/professional challenge, level of professional autonomy/decision making authority, and general work conditions ranked second through fourth, respectively, among the six specific job satisfaction questions. Respondents also were asked to rate the overall level of

their job satisfaction. On a scale of 1 (exceptionally weak) to 7 (exceptionally strong), the mean ranking for overall job satisfaction was 4.7 [#32].

Graduates were asked to indicate their future educational plans. When asked "What is the highest degree or highest level of education you hope to attain?", seven percent indicated they would stop at a bachelor's degree while 64 percent plan to earn a master's degree and 22 percent a doctorate [#77]. Of those planning additional education, 67 percent plan to do their additional work in education [#78]. Nineteen percent plan to complete their graduate work at UIUC while 51 percent are unsure where they will complete graduate work [#79].

Students' perceptions of their knowledge and skills

A large segment of the questionnaire was made up of items asking graduates to rate and describe themselves as teachers. Only those indicating they were employed as teachers were asked to respond to these questions.

A pair of questions asked first-year graduates employed as teachers to rate themselves as teachers. When asked to indicate their perception, 74% indicated they saw themselves as exceptional (12%) or better than average (62%), while 24% rated themselves as average, and only 2% rated themselves as below average [#16]. A related question asked how most of their instructors in their teacher education program would react to their methods of teaching. Eighty-six percent of those employed as teachers indicated that their instructors would strongly approve (41%) or approve to some extent (45%) of their methods of teaching. Among the four reference groups, the Elementary/Early Childhood group appeared to perceive themselves as most likely to be teaching in ways their instructors would approve; 96% of the Elementary/Early Childhood group indicated their instructors would approve of their methods of teaching [#17].

Another series of items requested the respondents to rate their own knowledge and understanding of the eight pedagogical knowledge areas listed below. All graduates, including those not employed in education, were asked to respond to these items. Response options were: 1 (weak), 2 (adequate), and 3 (strong). The eight areas rated are listed in order with the area receiving the highest average first:

Contemporary educational issues
Classroom management technique/procedures
Legal and ethical responsibilities
Child/adolescent growth and development
Social and political roles of schools in American society
Theories/principles of how students learn
The historical and philosophical development of thought in your major field
Multicultural issues and perspectives

All four reference groups rated their knowledge and understanding of "multicultural issues and perspectives" the lowest of these eight; nonetheless, there were considerable differences between the ratings by the Elementary/Early Childhood group and the secondary graduates on this item. Compared to secondary graduates, twice as many Elementary/Early Childhood group graduates rated their knowledge of multicultural issues and perspectives as weak [#43].

Of the eight pedagogical knowledge areas, the area rated the strongest was "contemporary educational issues." Forty-one percent of the total respondents identified their knowledge in this area as strong and only 10% as weak. For this area there was also a large difference between two of the reference groups: 63% of the Elementary/Early Childhood group indicated

they were strong, and only 22% of the College of Education-Secondary group indicated strength in this area [#42-49].

Graduates were also asked to rate their adequacy in 22 skills at the time they completed their teacher preparation program, again rating themselves as weak, adequate, or strong for each skill. All graduates were asked to respond to these items. The 22 skills are listed in order with the percent of the total respondents indicating they were strong for each. The skill receiving the highest rating is listed first [#51-72].

Teaching basic knowledge and skills	59%
Enhancing students' sense of personal achievement and self-worth	56%
Developing and/or representing a given concept or idea in a variety of ways	51%
Reflecting upon and improving your teaching performance	48%
Planning stimulating lessons	47%
Monitoring students' progress and adjusting instruction accordingly	41%
Motivating students to participate in academic tasks	40%
Using cooperative learning techniques	34%
Designing/interpreting measures of student work and achievement	32%
Communicating with parents	32%
Teaching problem solving, conceptual understanding, and other aspects of higher-order thinking	31%
Selecting, preparing, and using educational media	29%
Adapting instruction to address differences in students' academic aptitude	26%
Accounting for and building on students' cultural diversity in the instruction you provide	25%
Assessing the expectations of the community and school administration (e.g., how teachers are likely to be judged)	25%
Responding appropriately to disruptive students' behaviors	23%
Using the community as a resource for teaching and learning	23%
Planning and implementing a successful first week of school	22%
Working with gifted and talented students	17%
Working with mainstreamed or other special needs students	15%
Referring students for special assistance when appropriate	15%
Using computers in instruction	11%

Within the three skills rated as strongest by total respondents, there were some major differences for the reference groups. For the skill of "enhancing self-worth," 73% of the Elementary/Early Childhood group rated themselves as strong, while only 44% of the College

of Education-Secondary group also rated themselves as strong. Both ratings were high, but the rating by Elementary/Early Childhood was exceptionally high. A reverse difference was found for "representing concepts creatively": 70% of the College of Education-Secondary group rated themselves as strong, while 44% of the Elementary/Early Childhood and the LAS-Secondary groups indicated they were strong.

The skill rated the weakest by the total group of respondents was "using computers in instruction." For this skill there was also a large difference in ratings among the reference groups. This skill received the highest rating in the LAS-Secondary group, with 25% indicating they were strong; however, only 11% of the College of Education-Secondary group rated themselves strong, 6% of the Elementary/Early Childhood group rated themselves strong, and no one for K-12 rated themselves strong for this area [#51-72].

Three of the four skills for which respondents rated themselves weakest - working with gifted, working with mainstreamed, and referring students - relate to dealing with students' unique and special needs, while the skills for which respondents rated themselves highest - teaching basic knowledge and enhancing self-worth - tend to be concerned with more global aspects of teaching, such as developing curriculum and addressing the affective needs of all students.

Following the rating of these skills, respondents were asked to indicate whether any of the 22 skills represented areas in which they were experiencing problems in their teaching assignment. Those answering "Yes" were asked to identify the three skills that posed the most significant problems or frustrations. The areas which were most frequently mentioned are listed first [#73]:

Responding appropriately to disruptive student behaviors
Using computers in instruction
Adapting instruction to address differences in students' academic aptitude
Planning and implementing a successful first week of school
Communicating with parents
Using the community as a resource for teaching and learning
Motivating students to participate in academic tasks
Working with mainstreamed or other special needs students

Students' perceptions of the quality of the program

Respondents were asked to rate the overall quality of seven different activities and services related to their program in teacher education. Response options ranged from 1 (exceptionally weak) to 7 (exceptionally strong). These activities and services are listed in order of their average ratings with those rated highest listed first [#34-40].

Activities and Services	Average Rating
Your student teaching or internship experience	5.9
Feedback from cooperating teachers/mentors	5.7
Feedback from college coordinators/supervisors	5.4
Courses in your professional preparation program	5.0
The liberal arts/general education courses	

you have taken	4.9
Early-field based experiences	4.5
Advice/counseling from your academic advisor	4.2

The activities and services which received the highest ratings were related directly to working in classroom settings. This is consistent with beliefs expressed elsewhere in this survey in which respondents appeared to value clinical experiences.

On the other hand, not all references to clinical experiences were positive. The comments that respondents wrote at the end of the survey included the criticisms that the student teaching experience was too short and that getting a good cooperating teacher was too much a matter of good fortune. One respondent was concerned that "an unsuccessful student teaching experience will [cause the profession] to lose successful or otherwise bright teachers and keep those who best follow their co-ops and, therefore, do not develop their own teaching style ...." Another respondent wrote, "Your seeking out of exceptional cooperating teachers is vital. I know I was very fortunate."

A review of the comments provided some criticisms of the instruction some students received at UIUC. Twenty respondents made references which were categorized as criticizing the "Quality of Teaching" that they received. One criticism included a reference to instructors "who really did a poor job of presenting information." Another respondent criticized a course in this way: "A piece of literature was thrown in, and the brood picked it apart and moved on. No sense of 'what are we getting out of this?'"

Some critical comments appeared to be requests for instructional practicality. For example, one respondent wrote, "I don't feel that much of the theory I've learned at the U of I has successfully transferred into practical means of teaching...." Although not using the term "practical," other respondents implied a concern for receiving knowledge that had direct clinical application. For example, one respondent wrote, "All the staff wanted to encourage us to teach creatively, but no examples were really given." Another respondent commented, "There seemed to be a lack of understanding of what goes on in the public schools. Professors were big on research and recommendations but seemed short on practical suggestions for application." It appeared that, although graduates gave somewhat positive ratings to coursework overall, there were a few respondents with strongly worded criticisms of the quality of some portion of the instruction they received.

Returning to the quantitative data, it appears that graduates' ratings may be influenced by a recency effect: The highest ratings were given to activities and services from the end of the teacher education program, while lower ratings were given to "liberal arts/general education courses" and "early field experiences" which would have been received relatively early in the graduates' teacher education programs [#34-40].

Generally, there was little difference between the ratings given by the four reference groups. Exceptions were two relatively low ratings given by the LAS-Secondary group for "advice from academic advisors" (3.2) and "early field experiences" (3.9). These two ratings were well below the ratings given by the other groups [#34-40]. On the other hand, the K-12 group gave unusually high ratings to "courses in your professional preparation program" (5.7) [#35].

Graduates were asked whether they used the services of the Educational Placement Office of the Council on Teacher Education; if they did, they were asked to rate its quality. Eighty-five 4percent of the respondents made use of the services of the placement office. Approximately two-thirds of those who used the services rated them to be good (48%) or excellent (20%) [#80].

Respondents appeared to have a positive view of their teacher education experiences at UIUC. The response to the question, "If you had it to do all over again, would you still enroll in the same education program?" was a strong "yes," with 79% of all respondents indicating "probably" (37%) or "definitely yes" (42%). Only 5% indicated "definitely not" [#33].

Respondents' end-of-survey comments offer further insights into graduates' perceptions of the quality of teacher education programs at UIUC. In these comments, many respondents offered praise of their teacher education experiences at the UIUC. For example, one respondent stated, "I strongly believe that the U of I Teacher Preparation program is the best in the area. I felt very prepared for my first year of teaching." Another was more specific, noting "a definite difference in my level of professionalism and knowledge of management, discipline and organizational issues, as compared to other first year teachers."

Students' perceptions of valuable and influential experiences

Most of the graduates indicated that their views of teaching changed while they were at UIUC. When asked "To what extent did your views of the professional roles and responsibilities of teachers change from the time you entered your teacher preparation program to program completion?", 82% indicated "some" or "a lot." Only 1% indicated not at all [#41].

Table 6.
Extent to Which Views of the Professional Roles of Teachers Changed

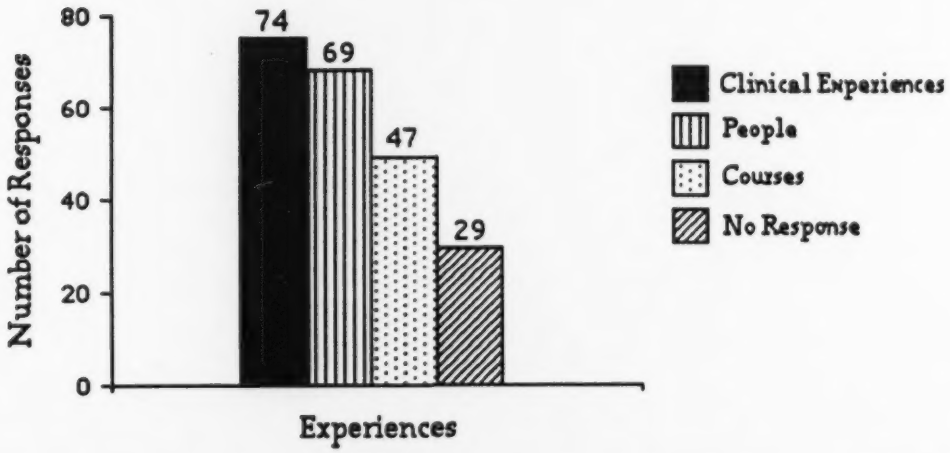
	Elem. EC	Sec. Ed.	Sec. LAS	K-12	Total
A lot	19 (39%)	6 (22%)	14 (39%)	12 (44%)	51 (37%)
Some	23 (47%)	14 (52%)	14 (39%)	11 (41%)	62 (45%)
Not much	6 (12%)	7 (26%)	7 (19%)	4 (15%)	24 (17%)
Not at all	1 (2%)	0	1 (2%)	0	2 (1%)
Total	49	27	36	27	139

The survey included an open-ended item, "What one person, class assignment, or activity that was part of your Teacher Education program either on campus or in your clinical experience do you feel was most beneficial to you as a first year teacher? Please be as specific as possible."

The analysis of responses to this item included two steps. First, responses were categorized as either "Clinical experiences," "People," "Courses," or "No response," and the responses in each category were counted. One rater was responsible for categorizing the responses; an additional rater then reviewed the categorizations and concurred with virtually all of the categorizations.

Some respondents identified more than one element as being beneficial; therefore, the total number of citations equals more than the 139 graduates who returned the survey. The total in each category is given in Figure 1, "Categories and frequencies of beneficial experiences."

Figure 1. Categories and frequencies of beneficial experiences



After they were categorized and counted, the remarks were reviewed for additional insights. Although not specifically asked to do so, many of the respondents volunteered reasons or justifications for their responses. These justifications were not further categorized or counted, but several brief examples are included here since they communicate aspects of the teacher education program that were not otherwise captured by the quantitative data summary. The purpose in summarizing the data both quantitatively and by including quotations was to better understand what aspects of the teacher education program were most often perceived as beneficial as well as why our graduates viewed those aspects of the program as valuable.

Seventy-four respondents mentioned clinical experiences, making clinical experiences the most often mentioned beneficial experience. Clinical experiences mentioned included general references to student teaching, internships, early field experiences, cooperating teachers, university supervisors, and peers, as well as references to specific programs, such as the year-long, semester-long and CTEP (Cooperative Teacher Education Program) programs.

When explaining why clinical experiences were beneficial, one respondent stated that the student teaching experience was most beneficial because it "... most closely resembled the 'real world' experience of teaching, especially the planning, discipline and classroom management aspects. It allows you to put to work all the theory and method you have learned in the college classroom...." Another respondent noted that "...student teaching... gave me a small exposure to the 'real' life of a teacher. It opened my eyes...." Another respondent referred to having "to make immediate decisions and be responsible for the consequences."

Responses to the other narrative question, which asked for "comments," included additional positive references to practical experiences. One respondent noted, "The coursework is fine and helpful but the clinical experience is where you learn to become a teacher." Clinical experience apparently provided information and confidence which the respondents valued; one respondent noted that, as a substitute teacher, she "was able to walk into many 'unknown' situations with confidence because of my positive student teaching experience." Another respondent gave a personal reason when commenting on the student teaching experience, noting that it was "actually doing what I'd waited for all my life."

Returning to the other narrative question, the request for information on the "most beneficial" experience, it should be noted that several references to clinical experiences were tied to references to cooperating teachers and university supervisors. One respondent noted, "My first cooperating teacher ... was the most beneficial person because I knew I could talk to her any time I needed. She was a true advocate." Another noted that "My cooperating teacher ... worked closely with me to help me overcome common first year problems that I would soon encounter." Another respondent noted that "My cooperating teacher let me handle all responsibility for the class. This helped me grow in behavior management effectiveness, and also gave me the confidence that I could teach in an integrated manner." One respondent referred to the university supervisor's "... constant willingness to help and offer ideas/suggestions...." Another referred to the university supervisor as "informative, helpful, empathetic, encouraging, down to earth, accessible.... He was such a positive influence and is probably the reason I haven't given up and gone into another profession." One respondent stated that the most beneficial people in the program were, "My friends I student taught with and that were in the education college.... They were supportive...."

Specific courses were often mentioned as being one of the most beneficial parts of the teacher education program: forty-seven of the respondents mentioned specific courses. When explaining why they found certain courses to be beneficial, some respondents referred to specific types of knowledge. For example, one respondent noted that, "My math methods course was probably the most beneficial. At the time I thought it was horrible and technical; now I see that it gave me a great base of knowledge." Another respondent stated that, from reading methods and children's literature classes, in addition to knowledge of books and ideas to use in teaching, s/he "learned about cultural differences and the 'evils' of testing."

In addition to mentioning influential people by their work relationship, as reported in the practical experience and coursework sections above, respondents frequently mentioned professors, teaching assistants, cooperating teachers, and others in instructional roles by name. Sixty-nine of the respondents gave the names of specific people as being among the most beneficial aspects of their teacher education program.

Several respondents noted that a professor influenced the way they thought about teaching. One respondent remarked of a professor, "He taught me to really think about why you are teaching using a certain method and analyze if that method was the best choice for achieving your goal." Another noted of a professor that "[She] challenged me and made me reflect on teaching and the program while also encouraging me to implement innovative methods in my classroom."

Many times, respondents' references to specific people implied that affective influences on teacher education students are an important aspect of the teacher education program. For example, one respondent noted that a professor "... gave me special insight into English literature which has enhanced my enjoyment of the field." Another noted that the professor "always encouraged us to speak up and disagree with him. I learned from his words as well as from his silence." Another respondent implied that the opportunity to student teach with a "spectacular teacher" was the most beneficial aspect of her teacher education: "He used only the most updated and progressive techniques. He was amazing with students - they all adored him while respecting him. There was a type of bond between him and his students."

In summary, responses regarding the "most beneficial" aspect of the teacher education program included references to clinical experiences, to courses that were related to teaching, and to specific people, such as professors, teaching assistants, cooperating teachers, and peers. Narratives implied that specific aspects of the teacher education program were beneficial because they provided practical experience or information, influenced the respondents' ways of

thinking about teaching, and provided inspiration and confidence to go about the practice of teaching.

Students' perceptions regarding how teacher education might be improved

Graduates were asked to review a list of eight pedagogical knowledge areas and indicate whether they wished they had a stronger background in any of these. Nearly one-third (29%) answered "No" to this question, suggesting they were content with their background in all eight of these areas, while 71% answered "Yes." Those answering "Yes" were asked to identify up to three areas in which a stronger background would be helpful. Listed below are the areas in which graduates wished for a stronger background. Areas are listed in order of frequency, with the area requested most appearing first [#50]:

Classroom management techniques/procedures
Multicultural issues and perspectives
Theories/principles of how students learn
Child/adolescent growth and development
Contemporary educational issues
Legal and ethical responsibilities
Social and political roles of school in American society
The historical and philosophical development of thought in your major field

As was found by other items throughout this survey, classroom management and multicultural issues were of high concern.

Respondents were asked to choose, from a list of six activities, the one that was "most likely to help you become a better teacher." The six activities are listed with the activity most frequently cited appearing first. The percentage of respondents selecting an activity is listed following each [#18]:

Observe other teachers and talk to them	55%
Participate in teacher inservice/workshops	19%
Be observed by other teachers or supervisors and talk with them	6%
Take additional graduate courses in education	6%
Take additional graduate courses in the subjects you teach	4%
Read professional journals/publications	0

By a wide margin, observing other teachers was seen by all groups as being most helpful in making respondents better teachers. The fact that no one cited journal reading was probably a result of the wording of this question. Reading journals may be seen as a worthwhile activity but was not seen as the most likely to make them better teachers.

There were differences among the four reference groups in what they cited as most likely to help them become better teachers. One of the most interesting differences among the four reference groups was the frequency with which they cited, "Be observed by other teachers or supervisors and talk with them." Not one of the Elementary/Early Childhood group respondents chose this activity, while 32% of the LAS-Secondary group selected it, along with 21% of the K-12 group and 17% of the College of Education-Secondary group [#18].

A number of respondents offered suggestions for improving teacher education in the comments they wrote at the end of the survey. Nine comments were categorized as "Employment Concerns," and several included suggestions for preservice teacher education. One respondent

requested that "a seminar or intro to education class should be offered to students that gives time to [the] explanation of shortage areas and what this means to a beginning teacher." Another wrote, "Be honest with the students early-on about the job outlook. I graduated [in the top ten] in my class,... and cannot obtain a job as a full-time ... teacher. Don't give students unrealistic expectations." Another respondent requested that students be given guidance early in the program on "how to make yourself more marketable"; this respondent continued, "Had I known that there was a strong need for science, math and bilingual teachers, I would have chosen my area of concentration differently."

Dealing with non-academic aspects of teaching appeared to be a major concern of many of the respondents, and many respondents recommended preparing teachers for the non-academic aspects of teaching. Discipline was mentioned by at least twenty respondents. For example, one respondent wrote, "I never had any difficulty with the instruction. I feel I need some direct assist on classroom management, establishing rules and enforcing them." Other respondents referred to the challenges of paperwork and record keeping, and dealing with aspects of the community beyond the classroom, such as parents and school policies.

Several respondents referred to early field experiences; one graduate recommended "more participation in instruction instead of strictly observation." Some respondents, while not necessarily referring specifically to student teaching or formal early field experiences, encouraged "more 'hands-on' experience during teacher preparation."

Five respondents made comments that were categorized as "Consultation (or collaboration) with the Schools." One respondent wrote, "We need more communication between the local schools, cooperating teachers and the university setting, students and professionals, [regarding]: 1) curriculum; 2) students - discipline, teaching, talking; [and] 3) how each school functions, expectations." Although only five responses were categorized as calling for greater collaboration and consultation with the schools, a desire for more interactions with the schools was implied by many more respondents, particularly in the calls for more practical experiences.

Eighteen respondents made suggestions for program alterations. These included the respondent who was concerned about losing bright teachers to unsuccessful student teaching experiences; that respondent gave this suggestion: "...[M]ake student teaching at least a semester earlier in the program to allow for reflection and to give a ... practical reference" for preservice teachers. Another respondent called for "increased internship opportunities," noting that "those students coming to teaching from other professions are already used to viewing the workplace as a problem solving arena."

Other suggestions for program alterations dealt with coursework rather than with practical experiences. One respondent suggested that "Many elementary education classes could be consolidated into fewer courses. Consolidated classes would allow more time to take general academic classes." Another respondent noted, "My coursework in my major was detrimentally compromised by the arrangement/split between courses in education and courses in English. I am now under-prepared to pursue my masters in English." On the other hand, some respondents suggested that they had not received an adequate number of education courses. One respondent noted, "As a math major, I took all these higher level math classes, but few, very few, classes on how to teach math."

The comments in the previous paragraph point to two of the difficulties in balancing the many recommendations from graduates: due to the limited time available for teacher education, additions to programs may come at the expense of other valuable experiences, and the needs of teacher education students may vary from program to program and even student to student.

SUMMARY - EMERGING THEMES

Several themes relevant to improving teacher education emerged from the data. These themes include multiculturalism, mainstreaming, technology, relating knowledge to practice, and classroom management.

Multiculturalism

Important issues of multiculturalism are by no means limited to issues of curriculum. UIUC's teacher education programs are preparing few minority teachers and its graduates tend to be teaching classes with minority populations somewhat higher than their own high school classes. Graduates requested a stronger background in multiculturalism, perhaps because they are working in classes that differ culturally from those they attended as students; many respondents were working in classes with lower socioeconomic status than present in the high school classes from which they graduated. When teacher education graduates were asked to list the knowledge areas in which they wished they had a stronger background, multiculturalism was mentioned more than any other area except classroom management.

For these reasons, multiculturalism needs to be addressed, particularly as it relates to recruitment of minority students, the curriculum of all teacher education students, and placement of graduates.

Mainstreaming

When asked to identify an area that was a problem in their present work, working with mainstreamed students was mentioned by a number of respondents. Nearly two-thirds of the respondents who were teaching had at least one special needs student mainstreamed into their classes. Over 30% of all respondents rated themselves as "weak" in working with mainstreamed students, referring special needs students, and working with gifted students.

Because mainstreaming is a prevalent way of dealing with special needs students, and because teacher education graduates are given responsibilities for special needs students in their first year, and in light of the number of respondents who indicated weaknesses in this area, ways to prepare graduates to deal more confidently with special needs students should be considered.

Technology

The vast majority (79%) of employed teachers had access to a computer, and many (40%) use the computer as a tool in teaching. Nonetheless, almost two-thirds (64%) of all respondents rated themselves "weak" in "using computers in instruction." Of 22 skill areas listed, this far outranked any others in the proportion of respondents indicating weak skills.

Because graduates appear to have access to computers and to be using them in instruction despite their apparently weak skills, integrating instructional technology into teachers' pre-professional experiences must be considered.

Relating knowledge to practice

When respondents were asked to identify the "most beneficial" experience of the teacher education program, they most often mentioned clinical experiences. Programs that emphasized ongoing, sustained cooperation with the schools, such as CTEP in secodnary education and the Year-Long Project in elementary education, received positive comments.

Despite the importance they put on clinical experiences, respondents also appeared to value other aspects of their teacher education experience. Furthermore, many graduates viewed themselves as teaching in a manner consistent with that advocated by their college instructors - a high percentage indicated that their college instructors would approve of the way they teach. Therefore, the emphasis recent graduates placed on clinical experiences may not be a criticism of coursework as such but rather a reference to the difficulty in transferring the knowledge gained in coursework to practice. The graduates' responses appear to be consistent with the Holmes Group (1986) call for greater university and school collaboration in teacher education.

Classroom management

When asked to identify skill areas in which they were experiencing problems in their current teaching assignment, classroom management was the most frequently cited skill. Knowledge of classroom management was also most frequently cited as the knowledge area in which they wished they had a stronger background. This area was frequently mentioned despite the fact that most respondents (84%) rated themselves as "adequate" or "strong" in classroom management. It appears that dealing with classroom management is an inherently difficult task for first-year teachers, even when they feel themselves to be competent teachers. Therefore, preparation of graduates to address the challenges of classroom management must be considered.

In closing, it should be noted that respondents viewed their experiences at UIUC as positive and influential. When asked, "If you had it to do all over again, would you still enroll in the same education program, " most (79%) indicated "definitely" or "probably." Most graduates reported that their view of the professional roles of teachers changed "some" (45%) or "a lot" (37%) during the time they were enrolled in their teacher education program. Of those currently teaching, at least three-fourths plan to remain in teaching for at least five years. The majority of graduates who are employed as teachers see themselves as above average or exceptional. Taken together, these responses suggest that graduates of UIUC teacher education programs have a commitment to teaching, perceive their professional preparation in a positive light, and view themselves as capable teachers.

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APPENDIX

University of Illinois - College of Education
Graduating Teacher Candidate Survey
Graduates of Oct. '90, Jan. '91, May '91, Aug. '91

GR-1-91-R

1. Have you ever worked as a full-time teacher?

(1) No If yes for how long?

(2)	less than one year	(4)	2 to 3 years
(3)	1 to 2 years	(5)	more than 3 years

2. Which of the following best describes your current status?

(1)	teacher (regular or special ed)	(4)	social services provider
		(5)	full-time student
(2)	in education but not teaching (e.g., counselor, librarian, administrator)	(6)	full-time homemaker
		(7)	unemployed
		(8)	other:_____
(3)	instructor/trainer in a non-school setting		

If you checked (1) or (2) above, please continue with Item 3.
If not, please skip to Part B, question 22 on page 4.

Part A (Teachers/Others in Education)

3. How would you describe your current position in education?

(1)	full time teacher	(5)	educational specialist (e.g., librarian, counselor)
(2)	permanent substitute		
(3)	part-time teacher	(6)	school administrator/ supervisor
(4)	day to day substitute		
		(7)	other:_____

If you are a Full-Time Teacher or a Permanent Substitute, please continue. All others, please skip ahead to Part B, question 24.

4. At what grade level do you teach?

(1)	preschool	(4)	middle school/jr. high
(2)	early elem. (grades K-3)	(5)	senior high school
(3)	upper elem. (grades 4-6)	(6)	more than one level/K-12

5. About what percent of your present teaching assignment is in the grade(s) or subject area(s) in which you were certified/endorsed?

(1)	100%	(3)	50%
(2)	75%	(4)	25% or less

6-8. How would you describe your school building?

6. Type:	7. Setting:	8. Number of Students:
(1) public	(1) inner-city	(1) less than 300
(2) parochial	(2) urban (pop. > 100,000)	(2) 300 to 599
(3) private	(3) suburban	(3) 600 to 899
	(4) town (pop. > 25,000)	(4) 900 to 1,200
	(5) small town/rural	(5) more than 1,200

9. Is the school in which you teach located within 50 miles of the ...

(1) high school from which you graduated
(2) college from which you graduated
(3) both of the above
(4) neither of the above

10. Are the socioeconomic backgrounds of most of your current students lower, higher, or similar to those of your former high school classmates?

(1) lower (2) higher (3) similar

11. Approximately what proportion of the students in your class(es) are from minority groups? (Am. Indian or Alaskan, Asian, Black, Hispanic)

(1) less than 10% (3) 25% (5) 75%
(2) 10% (4) 50% (6) more than 75%

12. Is this percentage lower, higher, or comparable to the proportion of students from minority groups in your high school class?

(1) lower (2) higher (3) comparable

13. Are you a special education teacher?

(1) Yes If no, have any special needs students been mainstreamed into your class(es) this year?

(2) no
(3) yes, one or two students
(4) yes, more than two students

14. How would you characterize the level of academic motivation of your students?

(1) very high (3) average (4) low
(2) high (5) very low

15. How would you characterize the frequency of discipline problems in your class(es)?

(1) few, if any, problems (3) many problems
(2) occasional problems

16. Do you feel you are a(n) ...

(1) exceptional teacher
(2) better than average teacher
(3) average teacher
(4) below average teacher
(5) inferior teacher

17. How would most of the instructors in your teacher education program react to your methods of teaching?

(1) strongly approve
(2) approve to some extent
(3) disapprove to some extent
(4) strongly disapprove
(5) I don't know how they would react

18. Which of the following activities is <u>most likely</u> to help you become a better teacher? (Choose <u>ONE</u>.)

(1) Observe other teachers and talk to them.
(2) Be observed by other teachers or supervisors and talk with them.
(3) Read professional journals/publications.
(4) Take additional graduate courses in education.
(5) Take additional graduate courses in the subjects you teach.
(6) Participate in teacher inservice/workshops.

19. Which of the activities listed in item 20 is <u>least likely</u> to help you become a better teacher? (Choose ONE.)

20. Do you have ready access to a personal computer?

(1) No If <u>yes</u> how do you use computers in your teaching?

(2) not at all
(3) as a tool in teaching or reinforcing student learning (e.g., in teaching writing or math).
(4) for my own record keeping, preparation of instructional handouts, etc.
(5) both of the above

21. Five years from now, do you plan to be ...

(1) teaching
(2) a school administrator
(3) an educational specialist (e.g. math consultant, librarian)
(4) employed outside the field of education
(5) temporarily out of the work force (e.g., care for a family)
(6) permanently out of the work force
(7) other _____

If you are a Full-Time Teacher or a Permanent Substitute, please skip Part B and move to Part C, question 26.

Part B

22. Which of the following statements best describes why you are not in a full-time teaching position at the present time?
    (1) Teaching was not my first choice of careers at the time I began looking for a job.
    (2) I was offered a different job within the field of education (e.g., school administrator, social worker, counselor)
    (3) I was offered a better job outside of education.
    (4) A full-time teaching position was not available in the geographic area where I hoped to reside.
    (5) I tried, but I couldn't find a full-time teaching position anywhere.
    (6) I wanted to continue my education.
    (7) I needed to attend to home/family affairs.
    (8) Other_____

23. Do you regret you are not a full-time teacher?

    (1) Yes (2) No

If you are Not Currently Employed, please skip ahead to question 34.

24. Do you feel you are underemployed?

    (1) Yes (2) No

25. To what extent did the work you completed in your certification program contribute to your preparation for your current job?

    (1) strong contribution (3) minor contribution
    (2) moderate contribution (4) no contribution

Part C

26-32. On a scale of one to seven, how would you describe your response to each of the following features of your current job?

		very negative					very positive
26.	Salary/fringe benefits	1	2	3	4	5	6	7
27.	Opportunities for professional advancement	1	2	3	4	5	6	7
28.	Level of personal/professional challenge	1	2	3	4	5	6	7
29.	Level of professional autonomy/ decision making authority	1	2	3	4	5	6	7

30.	General work conditions (class size, work load)	1	2	3	4	5	6	7
31.	Interactions with colleagues	1	2	3	4	5	6	7
32.	Using the same scale, how would you describe your overall level of satisfaction with your current job?	1	2	3	4	5	6	7

33. If you had it to do all over again, would you still enroll in the same education program?

(1) definitely yes
(2) probably yes
(3) probably not
(4) definitely not

II. <u>Ratings of Program Quality:</u>

34-40 On a scale of one to seven, how would you rate the <u>overall quality of</u> ...

		exceptionally weak						exceptionally strong
34.	the liberal arts/general education courses you have taken	1	2	3	4	5	6	7
35.	courses in your professional preparation program	1	2	3	4	5	6	7
36.	early-field based experiences (e.g., pre-student teaching or pre-internship)	1	2	3	4	5	6	7
37.	your student teaching or internship experience	1	2	3	4	5	6	7
38.	feedback from cooperating teachers/mentors	1	2	3	4	5	6	7
39.	feedback from college coordinators/supervisors	1	2	3	4	5	6	7
40.	advice/counseling from your academic advisor	1	2	3	4	5	6	7

41. To what extent did your views of the professional roles and responsibilities of teachers change from the time you entered your teacher preparation program to program completion?

(1) a lot
(2) some
(3) not much
(4) not at all

42-50. How would you rate the adequacy of your knowledge and understanding in each of the following areas?

Your knowledge and understanding of ...		weak	adequate	strong
42.	multi-cultural issues and perspectives	1	2	3
43.	the historical and philosophical development of thought in your major field	1	2	3
44.	contemporary educational issues	1	2	3
45.	theories/principles of how students learn	1	2	3
46.	child/adolescent growth and development	1	2	3
47.	social and political roles of schools in American society	1	2	3
48.	classroom management techniques/ procedures	1	2	3
49.	legal and ethical responsibilities	1	2	3

50. Thinking in terms of your current role, do you wish you had a stronger background in any of the areas listed in Questions 42-49 above? (If you are not teaching, respond to this question in terms of your current position.)

(1) No
(2) Yes —Please identify up to THREE areas in which a stronger background would be helpful. Write the item number(s) corresponding to these areas here:

_____ _____ _____

51-72. How would you have rated the adequacy of your skills in each of the following areas at the time you completed your teacher preparation program: (1) weak, (2) adequate, or (3) strong? Administrators and supervisors are to respond indicating knowledge of each area.

The adequacy of your skills in . . .		weak	adequate	strong
51.	planning stimulating lessons.	1	2	3
52.	motivating students to participate in academic tasks.	1	2	3
53.	teaching basic knowledge and skills.	1	2	3
54.	teaching problem solving, conceptual understanding, and other aspects of higher-order thinking.	1	2	3
55.	selecting, preparing, and using educational media.	1	2	3
56.	using computers in instruction.	1	2	3
57.	referring students for special assistance when appropriate.	1	2	3
58.	working with gifted and talented students.	1	2	3
59.	working with mainstreamed or other special needs students.	1	2	3
60.	accounting for, and building on, students/cultural diversity in the instruction you provide.	1	2	3
61.	adapting instruction to address differences in students/academic aptitude.	1	2	3
62.	enhancing students' sense of personal achievement and self-worth.	1	2	3
63.	monitoring students' progress and adjusting instruction accordingly.	1	2	3
64.	designing/interpreting measures of student work and achievement.	1	2	3
65.	communicating with parents.	1	2	3

66.	using the community as a resource for teaching and learning.	1	2	3
67.	using cooperative learning techniques.	1	2	3
68.	responding appropriately to disruptive student behaviors.	1	2	3
69.	assessing the expectations of the community and school administration (e.g., how teachers are likely to be judged).	1	2	3
70.	developing and/or representing a given concept or idea in a variety of ways (explanations, metaphors, graphs, pictures, manipulatives).	1	2	3
71.	planning and implementing a successful first week of school.	1	2	3
72.	reflecting upon and improving your teaching performance.	1	2	3

If you are Not Currently Employed in Education please skip ahead to question 74-75.

73. Do any of the skills listed in question 51 through 72 represent areas in which you are experiencing problems or frustrations in your current teaching assignment?

(1) No
(2) Yes --- Please identify the THREE areas that pose the most significant problems/frustrations. Write the item numbers corresponding to these areas here:

_____ _____ _____

III. Background Information:

74-75. Age: (Please record your age in Columns 74 and 75 on your answer sheet.)

76. What is your ethnic background?

(1) American Indian or Alaskan
(2) Asian or Pacific Islander
(3) Black, non-Hispanic
(4) Hispanic
(5) White, non-Hispanic

77. What is the highest degree or highest level of education you hope to attain?

(1) bachelor's degree -- skip ahead to question 80

(2) B.A. plus the number of graduate credits required for continuing/permanent certification
(3) master/s degree
(4) specialist's degree/certificate of advanced study
(5) Ed.D., Ph.D., or other advanced degree

78. Do you plan to do additional graduate work in education?

(1) Yes (2) Not Sure (3) No

79. Do you plan to do additional graduate work at the college/university that sent you this questionnaire?

(1) Yes (2) Not Sure (3) No

80. Did you use the services of the educational placement office in the College of Education?

(1) No. If Yes, how would you rate the quality of its services?

(2) poor (3) fair (4) good (5) excellent

OVER FOR ITEMS 81-82

81. What one person, class, assignment, or activity that was part of your Teacher Education program either on campus or in your clinical experience do you feel was most beneficial to you as a first year teacher? Please be as specific as possible.

82. COMMENTS: Please feel free to add any comments regarding the Teacher Education program as they relate to your first year as a teacher or to your general preparation as an educator.

Thank You for your participation.